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ABSTRACT

This document provides a day-by-day description of the process of training and placing an employee with mental retardation in a job as a janitor in a grocery store. The analysis shows that successful job placement of a student with limited capability subject requires thorough planning and research into all factors that have an impact on successful employment. Family dynamics must be assessed and family support is crucial. Creating support from the employer and working with the student in the training phase also are important. Because this student has such severe problems, intense follow-up will be needed. Such follow-up will help handle problems promptly and encourage the employer to allow future job placements of students in the program. The document includes a task analysis checklist of the jobs performed by the student. (KC)

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ED 379 466

Critical Steps in Vocational Training that Lead to Successful Employment

Ron Pyle

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TRAINER: MR. RON PYLE
TRAINEE:
ENVIRONMENT: WINN DIXIE

JOHN

The first home visit with John's parents occurred in early October. The parents seemed concerned, and very willing to support John's transition into competitive employment. John has lead a very sheltered life at home. At the time of this first visit, John's mother was shaving him several times a week.

The school program was explained to both parents as well as a plan for John to start becoming more independent. It was decided at this point John would start taking care of his own personal needs (shaving) and get more involved in independent activity at home. His parents requested a small part-time job so that John could keep his S.S.I.

John's personal hygiene showed a slight improvement at school but not sufficient for job placement. His work record in the OTP program showed a lack of interest, as well as his inability to stay on task. John seems to show a reduced rate of learning new tasks as compared to the normal population at Roosevelt. Upon discussing John with all of his job coaches the same concern was expressed by each of them. I was told by one of them that John would probably not last one day on a new job by himself. After another discussion with John, I agreed with this evaluation. John had several needs that should be met before a successful placement could be made. the most positive factors for John at this point was parental support for job placement and parental compliance with direction. John's needs are: 1) personal hygiene, 2) staying on task, 3) systematic training, 4) an understanding employer.

The plan was discussed with the school's principal in regard to the amount of time and training necessary to secure John's successful employment. Administrative approval was given for two to four weeks of job coaching.

John was interviewed by Mr. Johns at the Winn Dixie store on South Florida Avenue. John arrived at the interview still lacking appropriate personal hygiene. Mr. Johns was assured that it would not be a problem in the future and John was hired for the job as night janitor, start date 1-31-92.

Needs Analysis

1) Personal Hygiene--After bringing John to the interview lacking appropriate social hygiene, I felt that the parents as well as the student needed training. Personal hygiene was discussed with the student and the parents during a family meeting. I suggested a TO DO LIST in the bathroom for John to follow every day before going to work. His parents said this would be placed in the bathroom the next day. I told the parents I would pick him up for work the first couple of weeks. If John was not ready for work, I would send him back inside. This plan should help train the student and the parents.

2) Staying on Task--John will receive a lot of positive reinforcement while on task only to begin with. He will later receive reinforcement for a good job at a task as well as staying on task.

3) Systematic Training--John will be trained by using the system of least prompts and a task analysis. Several nights will be spent at the store developing the task analysis before John starts work. This will insure systematic training form the beginning and reduce the amount of time required to learn the job completely.

4) Understanding Employer--In order for this to become a success, the employer must understand how to work with a low functioning student. Mr. Johns has worked with the school program for eighteen months. He has had several of our higher functioning students. We have had a good relationship and he feels comfortable trying something new. Time was spent with Mr. Johns before John's first night at work. This investment of time and teaching gives the employer added interest in the student's success. Plans were made to make the assistant managers aware of their role in making this job placement a success.

First Day on the Job

John was picked up at home. His appearance was the very best I have ever seen from him. Time was spent with the student and the parents discussing the job and everyone's responsibility. John did as expected for his first day on the job. The reinforcement went very well for task behavior. He seemed to have problems with several of the expected job requirements. Speed of work has already become an issue. The assistant manager stated that we were forty-five minutes behind by break. I assured him that this would be corrected over the next few days. John cannot project time. He can tell time but when told to take a thirty minute break, he was not able to state when he should return to work. The task analysis was changed to allow John to check with the assistant manager prior to leaving for break to determine when to return from break. This should correct this problem. After work time was again spent with John's parent training them and discussing John's job.

Second Day on the Job

John's on-task behavior was still good. John had also picked up quite a bit of speed. A problem emerged concerning the task analysis. Each manager wanted the job done in a different way, none of which was the way the general manager wanted. There was a need to redefine the job and task analysis to meet with work standards. It needed to be done in such a way to keep everyone happy. The solution was to meet with the assistant manager and discuss job requirements and duties.

Review:

1) Personal Hygiene--Good will start telling parents to bring John to work next week.

2) On Task--No problems.

3) Systematic Training--Task Analysis rewritten three times to match learning style and increase speed.

4) Understanding Employer--Good, but problems with different mangers wanting different tasks.

Second Day on the Job, cont'd

After meeting with the Assistant Manger we had a better, clearer understanding of the job description. This would increase John's chances of understanding his job and improve his performance with the various managers.

Third Day on the Job

John was picked up at home and another discussion was held with his parents about his job and continued good personal hygiene. John was showing good signs of learning the track he had been trained with. His numbers were high enough for the fading process to begin, if they stayed at 70 percent. The revised job description was adequate, but the assistant manager anticipated John not completing his work and had the other employees complete part of John's work for him. A plan was made to meet with the general manager tomorrow to finalize John's job description. John was dropped off at home and another family discussion occurred.

Fourth Day on the Job

John reached the 70% rate on task completion and was left alone to complete as much of the job as he could independently. He got off track a few times. When put back on track he continued to work independently. The prompts have shown a decrease from the previous night. Time was spent with the assistant manager explaining the training system and how to work with John in the future. John has been consistent with appropriate dress for work. During the meeting with his parents they were told to start transporting John to and from work.

Fifth Day on the Job

John's parents took him to work. I arrived ten minutes after John's shift started, proceeding as planned with the fading process. When I checked with John he seemed surprised that I had not arrived earlier, but had independently fallen into his routine. John worked for the firs hour by himself. The quality of work performed was quite good upon inspection. John only got off track one time in the first half of his shift. To help prevent this from occurring again John's job description was written in his calendar. Times for various tasks were written in as well to help John monitor his own progress. I spent the first part of the shift teaching the assistant manager how to work with John in accordance with John's training system. When calculating the numbers after the fifth day of work had been completed, it was interesting to note that as the fading process increased, the off-task behavior increased.

Sixth Day on the Job

John's parents took him to work. John worked without supervision for the first two hours of his shift. After checking with the manager upon my arrival, John was working according to his established routine. He had become confused a couple of times but followed directions when this occurred and checked with the assistant manager. The assistant manager then put him back on this track. Writing the job description in his calendar had proven to be quite effective. Even though this was not a perfect evening, I felt that John and the assistant manager were ready to work together without my assistance.

SUMMARY

Successful job placement of a student with John's capabilities requires thorough planning and research into all factors that impact successful employment. Family dynamics must be assessed and family support is crucial to the student's ultimate success. Including the family in the employment process via family meetings proved beneficial. Capturing the support of the managers took time and diplomacy but proved instrumental to providing the necessary stability for this special student. Enough emphasis cannot be given to the necessity for careful planning prior to employment. Working with the student in the training phase helped to stabilize the job description as well as providing the necessary orientation.

John will require intense follow-up as compared to the normal population at Roosevelt. Two things will be accomplished with faithful follow-up. First, problems will be handled promptly and employment transition will continue to have an atmosphere of success. Secondly,the trust and confidence of Winn-Dixie management will be secured and future job placements will be more likely to occur.

Last, but not least, the impact of this experience has proven to teach the trainer, myself, more than the student. Each successful experience provides a broader wealth of skills needed to help the next special student find their way to independent employment.

1-C

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION AND RESEARCH TRAINING CENTER
Task Analytic Recording Sheet

Trainer: MR PYLE
Trainee: JOHN
Environment: WINN DIXIE
Instructional Cue:

Program								
CLOCK IN	START	V	V	+	+	+	+	
			N/A					
TRASH CAN BY CLOCK MACHINE								
GET TRASH BAG		V	m	V	+	+	+	
EMPTY TRASH BAG BY CLOCK MACHINE		V	+	+	+	+	+	
NEW BAG IN CAN		V	+	+	+	+	+	
DISPOSE OF OLD BAG		V	+	+	+	+	+	
ON TASK		+	+	+	+	+	+	
CLEAN BREAK ROOM	START							
GET MOP & RINSE PAIL		V	V	+		+	+	
TAKE MOP - BROOM - DUST PAN - PAPER TOWELS & CLEANER TO BREAK AREA		V	V	+		+	+	
CLEAN TABLE TOP & PICK UP AREA		m	V	+	+	+	+	
SWEEP FLOOR		V	+	+	+	+	+	
EMPTY TRASH		V	V	+	+	+	+	
NEW BAG IN CAN		V	+	+	+	+	+	
MOP FLOOR		m	V	+	+	+	+	
DISPOSE OF BAG		V	+	+	+	+	+	
ON TASK		+	+	+	+	+	+	
REST ROOMS - MENS	START							
REMOVE MATERIAL FROM BREAK AREA TO RR.		V	V	+	+	+	+	
WIPE DOWN AREA & PICK UP		V	V	+	+	+	+	
CLEAN MIRRORS		m	V	+	+	+	+	
CLEAN TOILETS		V	+	+	+	+	+	
CHECK TISSUE IN EACH STALL		V	+	+	+	+	+	
SWEEP FLOOR		V	+	V	+	+	+	
EMPTY TRASH		V	V	+	+	+	+	
NEW BAG IN CAN		V	+	+	+	+	+	
MOP FLOOR		m	V	+	+	+	+	
DISPOSE OF BAG		V	V	+	+	+	+	
ON TASK		+	+	+	+	+	+	

code: + = independent/correct
- = incorrect
v = verbal prompt
m = modeling prompt
p = physical prompt
N/A = WORK NOT DONE

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TASK ANALYTIC RECORDING SHEETS*

*Used to chart progress and adjust work routine.

*Sheets shown here are fourth rewrite.

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VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION AND RESEARCH TRAINING CENTER
Task Analytic Recording Sheet

Trainer: MR PYLE
Trainee: JOHN
Environment: WINN DIXIE
Instructional Cue:

Program							
REST ROOM & WOMENS START		T:15	6:50	6:50			
BRING PAINTRINI FROM MENS TO WOMENS	V	V	+	+	+	+	
WIPE DOWN AREA & PICK UP	V	V	+	+	+	+	
CLEAN MIRRORS	V	V	+	+	+	+	
CLEAN TOILETS	V	+	+	+	+	+	
CHECK TISSUE IN EACH STALL	V	+	+	+	+	+	
SWEEP FLOOR	V	+	+	+	+	+	
EMPTY TRASH IN STALLS	M	V	+	+	+	+	
EMPTY TRASH CAN	V	+	+	+	+	+	
NEW BAG IN CAN	V	+	+	+	+	+	
MOP FLOOR	V	+	+	+	+	+	
DISPOSE OF BAG	V	+	+	+	+	+	
ON TASK	+	+	+	+	+	+	
RINSE OUT MOP			7:00	7:10			
RINSE OUT BUCKET IN MENS ROOM	V	V	V	+	+	+	
FILL TWO BUCKETS WITH CLEAN SOLUTION	V	+	+	+	+	+	
ON TASK	+	+	+	+	+	+	
DINNER BREAK	8:00	7:30	7:00	7:00	7:00		
LET MGR KNOW ABOUT BREAK	-	V	+	+	+	+	
ASK WHEN BREAK IS OVER	-	V	V	+	+	+	
CLOCK OUT	+	+	+	+	+	+	
CLOCK IN AFTER 30 MIN		V					
			V				
EDGE STORE START		7:35	2ND	7:37	7:40		
LOCATE STRAIGHT BROOM	V	V	+	V	+	+	
EDGE STORE STARTING IN PRODUCE	M	M	M	+	+	+	
EDGE EACH ISLE	M	M	V	+	+	+	
WORK ACROSS STORE TO DAIRY	M	M	V	+	V	+	
RETURN BROOM	V	V	+	+	+	+	
ON TASK	+	+	+	+	+	+	

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p = physical prompt
N/A = WORK NOT DONE

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3-:

Chapter 12

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION AND RESEARCH TRAINING CENTER
Task Analytic Recording Sheet

Trainer: MR PYLE
Trainee: JOHN
Environment: WINN DIXIE
Instructional Cue:

Program							
DUST FLOORS	START						
LOCATE DUST BROOM		v	v	v	+	+	+
START IN PRODUCE AREA		m	m	v	+	+	+
DUST EACH ISLE		m	m	+	+	+	+
AT THE BACK OF EACH ISLE SHAKE DUST OUT OF DUST BROOM		m	m	v	v	v	+
WORK ACROSS STORE TO DAIRY		m	m	+	+	v	+
RETURN BROOM AFTER CLEANING		m	v	+	+	+	+
ON TASK		+	+	+	v	v	+
BUGGIES	START						
GET ALL BUGGIES IN FROM LOT			m	m	+	+	+
ON TASK			+	+	+	+	+
MOPPING	START						
ASK MGR FOR APPROVAL TO START		v	v	v	+	+	+
GET MOP & BUCKET FROM MOP AREA		v	v	+	+	+	+
START IN PRODUCE AREA		v	v	+	+	+	+
SPOT MOP ALL DIRTY AREAS		m	m	m	m	v	+
SPOT MOP EACH ISLE		n/a	n/a	m	v	+	+
MOP AISLES COMPLETELY BY DAIRY		n/a	n/a	v	+	+	+
RINSE MOPS		v	v	+	+	+	+
RINSE BUCKETS		v	v	+	+	+	+
HANG UP MOPS		v	v	+	+	+	+
PUT AWAY BUCKETS		+	+	+	+	+	+
ON TASK							
CASHIERS	START						
LISTEN TO		n/a	n/a	n/a			
PRODUCE		n/a	n/a	n/a			
ON TASK							
CHECK WITH MGR		v	v	v	+	+	+
CLOCK OUT		v	v	v	+	+	+

Blank

codes: + = independent/correct
- = incorrect
v = verbal prompt
m = modeling prompt
p = physical prompt

Program

Family Supported Employment Project

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LEARNING GRAPH*

*Used to chart learning and determine fading schedule.

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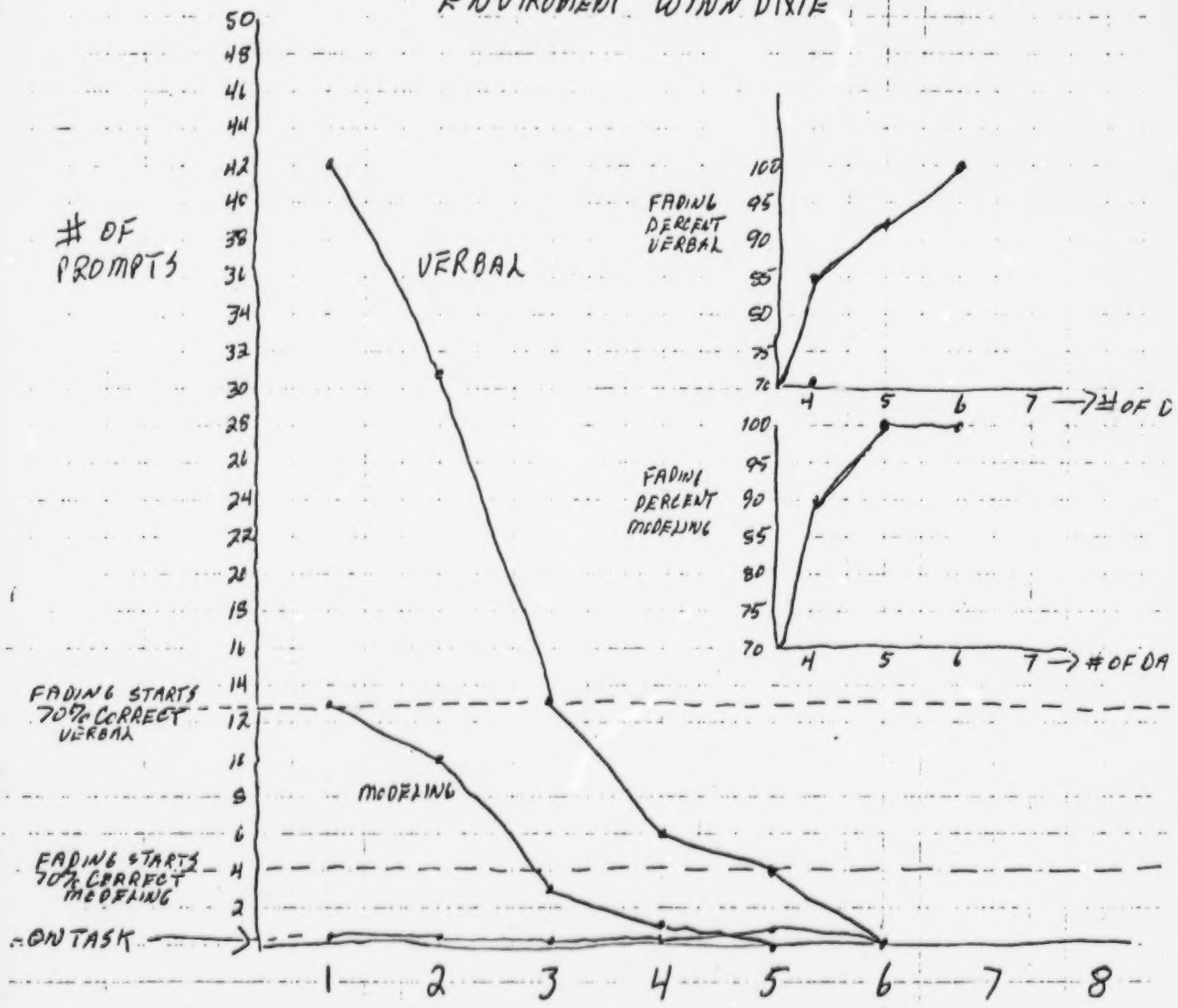
TRAINER MR PYLE
TRAINEE JOHN
ENVIRONMENT WINN DIXIE



* WHEN THE NUMBER OF PROMPTS DROP BY 70% - FADING SHOULD START, AND INCREASE IN PERCENT TO DECREASE IN PROMPTS

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